

GAMES

What is the unit focus?

The concept of GAME is a challenge to specify because there are so many different types of games. For the purpose of developing this unit, we began with the following definition:

'A game is a structured or semi-structured recreational activity, usually undertaken for enjoyment. A goal that the players try to reach and a set of rules concerning what the players can or cannot do create the challenge and structure in a game.'

This unit is designed to begin by exploring children's existing concepts re: games, to broaden their experience to include diverse forms of games that originate from different cultures and strengthen skills in all domains of development, to encourage game play among school friends and family, and to pique children's interest in designing their own games.

Why is this focus important?

As with exploratory play, game play has many benefits for all aspects of young children's development. Game play invites children to master skills in all domains, which enhances both self-esteem and independence. Game playing fosters interaction and cooperation because many games involve direction following and turn taking. Team games involve cooperation and peer support, as well as a chance to learn sportsmanship. The more children play together, the better they understand other children's points of view, demonstrate empathy and caring, and develop conflict resolution skills.

As children interact during game play, they learn communication skills to describe their play, negotiate rules, plan strategies, etc. Their vocabulary increases as they learn words for new objects and actions in a variety of games, including those that relate specifically to our themes. Children's game play provides many opportunities for strengthening cognitive skills that support discovery and exploration. Attention, observation, memory, and problem solving are enhanced as children develop and test game playing strategies.

During game play, children's physical capabilities are often challenged, which builds both small and large motor skills naturally. Increasing physical prowess builds self-esteem and enables greater independence in play. There are even games that support the growth of artistic expression & appreciation because they involve acting, drawing, etc. Parents can

support game play in many of the same ways that we do at school, by providing space, opportunities, materials, and appropriate scaffolding.

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Key Conceptual Content: GAMES
January / February, 2007

Plan to Subdivide the 4 Weeks of the GAME Unit:

Week 1: Beginning January 22nd
What is a game? (and what's not, e.g., play, puzzles, sports)
Why do we play games?
What makes games fun to play (or not)?
Lots of game play throughout the day and in various centers with conversation using games vocabulary

Note: Throughout the unit, lots of encouragement to experiment with game play at home too

• Purpose of Games

Fun! (enjoyment, amusement, entertainment, etc.)
Fitness! (challenge to strengthen skills in all domains of development)
Friends! (making friends, playing by the rules & getting along, etc.)

• For each game, consider

Why? (the goal or object of the game, competitive vs. cooperative)
Who? (age group, number of players, individual or team)
What? (pieces or equipment, rules, positions)
How? (strategies vs. luck, endpoint vs. score vs. time, management tips)
When? (length of game, time of day)
Where? (indoor / outdoor, anyplace vs. specific place, board or field)

And describe origins (culture, time period, etc.).
Add possibilities for adaptations re: complexity, timing, etc.

• Contrast with play / exploration, etc. where the goal & structure are less clear (e.g., playing with bubbles, pegs, blocks, playdough, sand, etc.)

- Week 2: Beginning January 29th
Who makes the rules?
How do people in different places play games?
Lots of contrasting ways to play essentially the same game, noting variability across families, cultures, etc.
- Week 3: Beginning February 5th
What games can we invent?
Lots of exploring variations of games and generating ideas for Children's School games, referring back to our concept of what's a game and considering options from broad perspectives
- Week 4: Beginning February 12th (Family Festival is Thurs the 15th)
How can we share our games with others?
Choosing favorites, finishing invented games, and generally preparing for the Family Festival

Research / Experimentation Possibilities

Consider games to modify for authentic assessments

Bob Siegler's research group project ideas

Geetha - Impact of board games

Nicole – Body involvement

Possible Parent survey, record keeping, notes re: experience

Key Developmental Goals for Emphasis January / February, 2007

1) Self-Esteem & Independence Objectives to Target via Games

CONCEPTS

- Game preferences, strengths, accomplishments
- Family traditions, cultural practices re: games

SKILLS

- Describe personal experiences with playing games
- Describe personal preferences and accomplishments with certain games
- Showing pride/confidence in ability
- Share experiences as they happen at school
- Express and cope with emotions related to winning and losing

DISPOSITIONS

- Safety

2) Interaction & Cooperation Objectives to Target via Games

CONCEPTS

- Teamwork (cooperation, coordination, support)
- Sportsmanship (fairness, honesty, respect, gracious winning & losing)
- Leadership (motivating others, help others through challenges)

SKILLS

- Follow basic rules (for various games)
- Follow directions for game play
- Sit appropriately and attend to circle time games
- Share, take turns and cooperate with peers while playing or creating games
- Handle self well when not participating
- Care for game pieces / equipment
- Cooperative play & synchrony in team games
- Respect differences in game preferences and practices
- Resolve conflicts appropriately, with adult guidance as necessary
- Negotiate and compromise during game play and design

DISPOSITIONS

- Effort / Persistence / Perseverance

3) Communication Objectives to Target via Games

CONCEPTS (depends on the specific game)

- Word Games (e.g., rhyming, alliteration, draw-a-person, etc.)
- Vocabulary related to games in general and each specific game

SKILLS

- Recite game related songs and fingerplays
- Participate in game related conversations
- Ask questions related to games
- Demonstrate and explain game procedures
- Use body language to support expression
- Converse during game play
- Relay game experiences to others
- Listen attentively to game related stories and recall story content
- Distinguish real vs. imaginary stories re: games
- Retell game related stories
- Make up game related stories, with realistic detail and vocabulary
- Dictate, illustrate, and begin to label game related stories, directions
- Identify game roles, setting, pieces / equipment, etc.
- Recognize and write letters when creating games
- Identify beginning sounds and rhymes while playing and creating games
- Recognize letters on game pieces, boards, cards, etc.
- Read standard game words (or recognize environmental print)
- Use print to record game scores, etc.
- Illustrate game pieces, boards, etc.

DISPOSITIONS

- Articulate / Attentive

4) Discovery & Exploration Objectives to Target via Games

CONCEPTS (depends on the specific game)

- Observation Games (e.g., I Spy, lotto & bingo games, scavenger hunts, treasure hunts)
- Memory Games (e.g., Memory, What's missing?, I'm going on a trip...)
- Knowledge Games (e.g., Trivia, sorting & matching games, etc.)
- Math Games (e.g., Sudoku, dominoes, etc.)
- Card Games vs. Board Games vs. Games with no "equipment"
- Strategy vs. Chance
(e.g., checkers, blockus, chess vs. candyland, chutes & ladders)

- Practice (training / coaching)

SKILLS

- Use all senses to explore different games
- Collect, sort, and count game pieces, etc. as required
- Use size, color, shape and other distinctions as needed in each game
- Recognize and utilize patterns, sequences, quantities, etc. as needed
- Compare & contrast games, especially different versions of the same game (e.g., from different cultures)
- Recognize game related symbols
- Apply information from one game to a related game
- Predict cause / effect re: game play, strategies, etc.
- Notice which approaches work best in each game
- Accept mistakes in game play as learning experiences

DISPOSITIONS

- Positive / Motivated / Resourceful / Strategic / Intentional

5) Physical Capabilities Objectives to Target via Games

CONCEPTS (depends on the specific game)

- Fitness (mental or physical strength, coordination, agility, speed)
- Street games vs. sports vs. races
(e.g., hopscotch, jumprope, hula hoop, jacks, tag, hide & seek)
vs. basketball, tball, hockey, soccer, bowling, etc.
vs. relays, obstacle courses, etc.)
- Whole body vs. hand games (e.g., clapping games)

SKILLS

- Strengthen eye hand coordination via game play, including board games, computer games, etc.
- Strengthen fine motor control and tool use via game play and related writing, drawing, etc.
- Practice clapping, snapping, and other team support actions
- Strengthen large motor control via games, obstacle courses, etc.
- Coordinate actions with others during relays
- Move to rhythm during dancing games

DISPOSITIONS

- Strength / Coordination / Agility ...

6) Artistic Expression & Appreciation Objectives to Target via Games

CONCEPTS (depends on the specific game)
Creative Communication games (e.g., charades, pictionary)
vs. songs, fingerplays, dancing games
Player vs. Spectator

SKILLS

- Do role/dramatic play during charades
- Use representational drawing for pictionary
- Learn songs/rhymes for games
- Pay attention while others are performing/sharing their games
- Learn to be a supportive spectator

DISPOSITIONS

- Respectful / Engaged ...

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Key Opportunities for Exploring GAMES

January / February, 2007

Greeting and Dismissal Games

(largely verbal, played while sitting, short duration)

Transition Time ideas:

- I Spy Games (color, shape, starts with, rhymes with, etc.)
- Mystery Blanket (observe a small number of objects, cover with a blanket and secretly remove one, ask what's missing?)
- Tick Tack Toe

Staff Ideas:

- Telephone
- Color & Shape Matching with the Postcard Display Board
- Shoemaker, Shoemaker (Child holds a small object in one fist, pounds fists on top of one another and says, "Shoemaker, Shoemaker, make me a shoe. Make it ready by half past two. Is it white or is it brown? Sometimes up, sometimes down?" Others guess if object is in right or left fist.)
- Hide the Object (one person hides a small object somewhere on their body and the others try to guess where)
- Pass the bean bag, mitten, etc. (like hot potato)
- Police Officer – One child is the officer, another says she is looking for a friend who is wearing ... The police officer tries to guess which friend.
- Which comes first? Ask about sequences of activities when dressing, at school, when eating, etc.

Car Games to share with families (1 per week)

(easy, minimal equipment, etc.).

Transition Time ideas:

- Going on a Picnic (theme objects, number of x, alphabetical list)

Staff Ideas:

- Would you rather ... or ...? Be creative – anything goes.
(play basketball or soccer, eat an apple or a pear, etc.)
- Community Game
Call out an object and see who can find it first (gas station, traffic light, etc.)
- Rainbow Game

Call out a color & have child find something that color (older children might find more than one). Purple & Pink are the hardest.

Animal Game

One person thinks of an animal and give a clue. Others take turns guessing. If no one guesses, another clue is given, etc. This could also be played more like 20 questions, where the guessers have to ask for particular information.

Staring Contest (whoever blinks first loses)

Rock, Paper, Scissors – SHOOT!

This is not a ... (Choose any object, for example, a string.

Describe and demonstrate the object as something else – “This is not a string; it is a long river.” Let everyone have a turn with the same object before changing objects.)

Lots of fun car songs, especially ones that involve adding, such

as: My dog Lima Loves to roam.
One day Lima left his home.
He came back, quite unclean.
Where, oh, where has Lima been?
Lima been, Lima been,
Where, oh, where has Lima been?
Lima been, Lima been,
Where, oh, where has Lima been?

Repeat with Kidney, Pinto, etc.

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Key Opportunities for Exploring GAMES

January / February, 2007

Circle Time Ideas

Introductory Books

- Games (Scholastic)

Simple, multicultural introduction to street / backyard games, including hoops, ropes, bubbles, balls, jump rope, jacks, balloons, boats, marbles, and hand games (See attached summary.)

- Come Out and Play (It's a Kid's World)

Simple, multicultural introduction to the actions involved in children's games, including swinging, jumping, running, climbing, tossing, catching, hitting and kicking balls, plus toys, imagination, creating. Also notes indoor vs. outdoor play, playgrounds & amusement parks, water play, different types of games, in many places, alone or with friends. (See attached summary.)

- Let the Games Begin (Shakti for Children)

Introduction to the joy of sports and encouragement for children to get involved. Multicultural emphasis on values of confidence, courage, persistence, practice, coaching, sportsmanship, teamwork, etc.

Other book ideas:

Flip and Flop, Dawn Apperley

Let's Go, Froggy! Jonathan London

Five Little Piggies, David Martin

You Can't Catch Me, Charlotte Doyle

One, Two, Three, Oops! Michael Coleman

It's Mine, Gina and Mercer Mayer

See you Later, Mashed Potater, Anna Dickson

Playing with Others, Joy Berry

I'm Not Your Friend! (Dinofours), Steve Metzger

I'm the Boss (Dinofours), Steve Metzger

No Girls Allowed, Stan & Jan Berenstain

Go Out for the Team, Stan & Jan Berenstain

The Littlest Leaguer, Syd Hoff

Jumanji, Chris Van Allsburg

LOTS of resources for Circle Time Games

Games Suggested by Teachers:

“Doggy, doggy, whose got the bone?”
(See Mystery Games descriptions)

“Penguin packets”

“Duck, Duck, Goose”

“Put the Baby to Sleep”

Nursery Rhyme cube

Signing games

Guessing games (plus sharing bag & guessing jar)

Transition Time offers a whole set of very short circle time games.

Games for Whole Language has a similar set.

Games section from *Positively Kindergarten* includes more than circle time games, but the majority can be played in a large group.

Rainy Day Activities from *Creative Resources* includes a similar set.

Beth’s Top Ten PE Extensions for Circle Time handout is also included.

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Key Opportunities for Exploring GAMES

January / February, 2007

Learning Centers for Activity Time

Theme Specific

Game Center: The Game Center could possibly be located where the dramatic play center currently is, simulating game play at home. Shelving units within the dramatic play center could have numerous board games, card games, etc. for the children to choose to play. In the center of the 'Game Center' could be a table for children to sit at and play games with each other. Materials for score-keeping, shelf labels, etc. could also be included. In order to introduce the Game Center, the teacher might show the children the various games and explain how the center can be used.

A game inventory for the Green Room and the Kindergarten is included.

Ideas for Memory Games, Charades Games, Scavenger/Treasure Hunts, and Exploration Games are included as well. These could be played in a variety of areas.

Games with Books, Peggy Kaye might be helpful, especially for Extended Day planning.

Existing Centers

Library (in classroom or beside the office)
Add I Spy books, Riddle books, etc.

Block Area
Add Construction Sets
Include board games, such as Rivers, Roads & Rails
Include building games (e.g., Jenga, Pick Up Sticks, etc.)

Writing Center
Play Draw-a-Person
Play Start with My Line
Add Scrabble board for arranging tiles, Boggle set for practice finding & writing words

Computer Center

Exploration Games (I Spy, etc.)
Skill Games (Math House, Book House, etc.)

Kitchen

Guessing / Mystery Games

Science Center

Memory / Lotto games
Specific Content games

Snack Time Ideas

See games for greeting & dismissal / car games (primarily mystery games, I Spy, etc.)

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Key Opportunities for Exploring GAMES

January / February, 2007

Extended Project Possibilities / Advanced Activities

General Instructions for Making Games

- Board Games (K working in groups to make board games)
- Dominoes (Jean B. & Donna coordinating 4's and K domino production – clay / wood and foam core respectively)
- Tic Tac Toe
- Memory Games
- Theme Checkers
- Bingo Games

Idea for large games using permanent markers on flannel-backed plastic tablecloths

Specific Instructions for Making Games

- Scoop Catch (cut plastic jugs & a tennis ball)
- Following Footsteps (life-sized board game with footsteps & a large die)

Other ideas:

Office games, perhaps using the new games board?
Library games?
Games between classes (like a mini "field-day")

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Key Opportunities for Exploring GAMES

January / February, 2007

Multicultural Resources re: Games

Article re: Cultural Influence on Children's Play

Cultural Awareness for Children

African & African American Cultures

American Indian Cultures

Chinese & Chinese American Cultures

Japanese & Japanese American Cultures

Korean & Korean American Cultures

Mexican & Mexican American Cultures

Thai Culture

NOTE: Additional multicultural games are interspersed as appropriate, plus there are games from Sweden, Italy, Switzerland & Denmark

Web Site re: Traditional Children's Games from Around the World

Games Books with a Multicultural Emphasis

(The best examples have been copied in the appropriate sections.)

Games from Many Lands, Anita Benarde

Hopscotch Around the World, Mary D. Lankford

Galimoto, Karen Lynn Williams

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Key Opportunities for Exploring GAMES

January / February, 2007

Gym Games

LOTS of favorites!! Beth has lots of books!!

A section on Dancing Games is included. Related books are:

Dancing Games for Children of All Ages, Esther Nelson

Dancing Rhymes, Dorothy Taylor

Skip to My Lou

The Hokey Pokey

Directions for Walk My Walk and Stoopball are also included

Playground Time Ideas

Relays

Obstacle Courses

Sidewalk Games

Hop Scotch

Hula Hoop

Jump Rope

Add Board Games to the Tree House

Play Winter / Snow Games – if there's any snow ☺ !!

The Games section from *365 After School Activities* is included.

Beth's Top Ten Rainy Day Games handout is included.

Related Books:

A Rocket in My Pocket

101 Hula Hoop Games for Kids, Joe Dinoffer

Hoop - La

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Key Opportunities for Exploring GAMES

January / February, 2007

Family Involvement Ideas

Director's Corner & Positive Discipline Pointer in January '07
Newsletter, with invitation to submit memories & experiences
via survey (attached) -> Selected Quotes will be posted in the
common spaces throughout the unit (Tim, Char & Sharon)

February Director's Corner Reports on Unit Beginning
Invite Families to contribute photos of game playing for huge
bboard with a tic tac toe background (Tim, Char &
Sharon)
Invite Families to rate favorite games of different types each
week on large graphs posted on the K bboard between
the K and Office – including card games, board games,
outdoor games & sports (Tim, Char & Sharon)

Other ideas
Collaborative Alphabet Book of Games
Games "Buzz Words"

Family Festival Ideas

Children's School Game (Erlina Mae and Jean S.)

Get a Map with a Sticker Design on the back.
Roll a large die to determine where to start (red room, blue
room, green room, discovery area, kindergarten or office).
Go to the area & play games. For each area, get a sticker.
When you've earned all the stickers, return to the entry to get
the completion sticker. You WIN!

Game Ideas:

Games Memory (Estelle & Beth)
Games Bingo (Gina & Alexa)

Dominoes
4's making them out of clay and wood
K making Friends Dominoes out of foam core

Kindergartners will be working in groups to make board games.

Other possibilities:

Bean Bag Toss

Matching Game

Snail's Pace Game

ABC Snake Game

Catch a Fish (blindfolded) – Discovery Area

Use games the children have chosen as their favorites.

Director's Corner (for January '07 Newsletter)

Happy New Year to our Children's School family and friends!

Much of my holiday experience involved enjoying time with extended family and friends playing games. Our current favorites are ***Apples to Apples***, ***Sequence***, ***Buzz Words***, and ***Catch Phrase***. Though the games have changed, some of my best memories of childhood involve hours spent in similar pursuits. I come from a family of ***Bridge*** players, so my grandparents were always ready for a hand of cards. ***Kings in the Corner*** and ***Rummy*** were our favorites. During my childhood in Delaware, my family favorite was ***Yahtzee***, especially when we vacationed at the Chesapeake Bay or the Southern Delaware shore. The neighborhood children on Majestic Drive played frequent rounds of ***Kick the Can*** and ***SPUD***, while the swim club friends played ***Sharks & Minnows*** and ***Marco Polo***.

Games are always a part of our program at the Children's School. ***Snails Pace Race***, ***Uno***, and ***Checkers*** are some of the classroom favorites, while ***Balloon Volleyball***, ***Relay Races***, and ***Parachute Games*** are frequent parts of our gym time. In all cases, we play games to have FUN, increase FITNESS (both mental and physical), and interact with FRIENDS.

As with exploratory play, game play has many benefits for all aspects of young children's development. Game play invites children to master skills in all domains, which enhances both self-esteem and independence. Game playing fosters interaction and cooperation because many games involve direction following and turn taking. Team games involve cooperation and peer support, as well as a chance to learn sportsmanship. The more children play together, the better they understand other children's points of view, demonstrate empathy and caring, and develop conflict resolution skills.

As children interact during game play, they learn communication skills to describe their play, negotiate rules, plan strategies, etc. Their vocabulary increases as they learn words for new objects and actions in a variety of games, including those that relate specifically to our themes. Children's game play provides many opportunities for strengthening cognitive skills that support discovery and exploration. Attention, observation, memory, and problem solving are enhanced as children develop and test game playing strategies.

During game play, children's physical capabilities are often challenged, which builds both small and large motor skills naturally. Increasing physical prowess builds self-esteem and enables greater independence in play. There are even games that support the growth of artistic expression & appreciation because they involve acting, drawing, etc.

Beginning at the end of January and continuing through most of February, we will extend our exploration of GAMES by focusing our **whole school unit** on that theme. This unit is designed to begin by exploring children's existing concepts re: games, to broaden their experience to include diverse forms of games that originate from different

cultures and strengthen skills in all domains of development, to encourage game play among school friends and family, and to pique children's interest in designing their own games. We invite you to participate by sharing your childhood game playing memories and current experiences, by trying new games with your children at home and in the car, and by participating in our **Family Games Festival** on Thursday evening, February 15th.

May you and your family find new types of FUN, experiment with varied avenues for developing FITNESS and have wonderful experiences with FRIENDS in 2007!

Positive Discipline Pointer (after the director's corner)

Children are often challenged by ***expectations for appropriate behavior while waiting***. At the Children's School, the issue arises most frequently when a child finishes eating snack or lunch before the others and while children are sitting on the hallway benches during greeting and dismissal. During those times, we typically invite children to listen to stories or use small handheld toys, such as an Etch-A-Sketch. Such options are less often available to families during car rides, delays in restaurants, or long lines in stores, but there are a wide variety of **verbal GAMES** that require no physical involvement and no materials. The most widely known of these games is ***I Spy***. One player locates an object of interest in the visual field of all players and then provides one descriptor as a clue. "I spy with my little eye something that is green (or round or striped or ...)." Other players then take turns guessing the object. The player who makes the correct guess then gets to start the next round. During the whole school GAMES unit, we will explore and then share several similar games, so watch for them. In the meantime, give ***I Spy*** a try!

Family Game Playing Memories and Recent Experiences

Please share your childhood memories and recent experiences by completing this form and returning it to the Children's School by Friday, January 19th.

Family Name:

1) Describe your childhood memories related to game playing, with family members, other caregivers, and/or friends. Feel free to write sentences, a list, or use any other format that works for you.

2) Describe your current game playing experiences with your children. What do you play? What do you enjoy? What challenges do you face? What would you recommend to others? Again, share whatever you would like in whatever format works for you.

Let's play games together at the Family Festival on Thursday, February 15th!

Game Playing Memories from the Children's School Staff

Games have always been a part of my family life. Charades was the most frequently played game, and we always called it, "No Mercy Charades." Mrs. Bird

We owned and played all the typical board games. **Clue** and **Chutes & Ladders** were the favorites. Mrs. Bird

My earliest memory of games was from my dad's grandparents who loved to play **Pokeno**. We also played games to see who had to do the dishes. Miss Williams

My friends and I played every sport or action game imaginable (**Release, Hide & Seek, Football, ... Parking Lot Golf, ... Homerun Derby, ...**). Mr. Salinetto

My mother and her friends played **Mah Jong** weekly or monthly. My father and grandparents played **Pinochle, Bridge, and Rummy**. Mrs. Solomon

Growing up on a farm, we played a lot of outside games – **Hide & Seek, Jump Rope, Jacks**. One very favorite was rolling a large barrel while standing on and turning it. Miss McMichael

My family played **Spoons** every Christmas. The older generation shared their stories of crazy **Spoons** games each year, while we added more memories as well. Ms. Broughton

We always play cards and games at the beach (no TV). My children's first game was **Pretty, Pretty Princess**. Mrs. Perovich

Our family plays games at home and at the beach. When the children were little, we played **Go Fish** and **Candyland**. **Corn Toss** is a game that's becoming popular in Ohio. Mrs. Tomer

I have good memories of game playing at Thanksgiving and Christmas. I liked **Parcheesi** so much as a child that I made my own board. We played lots of car games, like **License Plates**, on the way to Beaver Falls. Mrs. Simpson

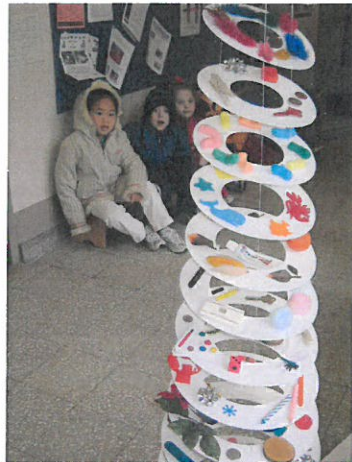
I come from a family of **Bridge** players, so my grandparents were always ready for a hand of cards. **Kings in the Corner** and **Rummy** were our favorites. Dr. Carver

During my childhood in Delaware, my family favorite was **Yahtzee**, especially when we vacationed at the Chesapeake Bay or the Southern Delaware shore. Dr. Carver

We still play lots of games with family and friends – Dominoes, dice games, card games, board games, outside games, sports, and games in the pool. Some favorites were **Memory, Hungry Hungry Hippo, Connect Four, Simon Says, and Dutch Blitz**. Play lots of games! Miss Bowers

Director's Corner (February 2007)

During the past week, Children's School friends have played many new games. We've tried several *variants of I Spy*, including locating treasures in the preschool sand table, discovering the site where close-up photographs were taken, and finding objects on the new I Spy Mobile in the hallway.



The kindergartners have learned Tic Tac Toe and Mancala, and they made their own versions to share with their families. They worked collaboratively to make kindergarten face dominoes and a funny face matching game. They are also enjoying riddles and sharing games from home.

This week, the preschoolers will begin the Games Unit. The 3's are focusing on the basics of taking turns in simple games like Snail's Pace Race and Hi Ho Cheerio. They plan to make a card game called "Go Teacher" (a variant of Go Fish). The 4's will emphasize learning more complex game rules, particularly for games involving numbers. They will play many dice and domino games, as well as making their own class set of wooden dominoes. Our Extended Day friends are learning the games described in the "Francis" books, most of which are outdoor games such as hopscotch and jump rope.

It's been fun to read the *family memories and current experiences* with game playing. Thanks for taking the time to contribute them. There's still time if you haven't written yours yet! Look for anonymous quotations around the school at the Family Festival. Also, we invite you to *record your game favorites* on the graphs in the main hallway. The options will change weekly, from board games to outdoor games to card games, so feel free to add your input each week. Also, each Monday, you will receive a new *Car Game Card* with an idea for a verbal game to play while driving or stuck in traffic.

We look forward to playing games with you at the Family Festival!

Positive Discipline Pointer

At the Children's School, we emphasize the development of cooperation skills as the foundation for healthy competition, so we focus on doing your best, playing fair, and playing safely. We

also start with games that are well within the developmental reach of the children so that they have a reasonable chance of winning. Nonetheless, many children have trouble ***dealing appropriately with winning and losing***. Perhaps you've had similar experiences with game playing at home.

Psychologists who study motivation have found that emphasizing learning more than performance increases children's motivation to persist on tasks (i.e., not quit after they lose). One approach is to discuss strategies and ways to improve play, rather than the actual winning or losing. Rather than being tempted to lose on purpose, consider coaching your child to the extent possible in the game to help maximize both her chances of learning and of winning. Most of all, be a positive model of gracious winning and losing so your child has ideas of what to say and do in both situations. The outcome is not so important if everyone is having fun in the process!

Car Game #1: I'm going on a picnic ...

This memory game involves progressively lengthening the list of items to be taken on the picnic (or to the park, on a hike, etc.).

The first player says, "I'm going on a picnic, and I will take a _____." The second player then follows with a statement that she is going on a picnic and taking whatever the first person said, plus something else. The third player includes the first two items and adds one more. The game continues in this way.

For the youngest children, just choose items related to the trip destination and play until you hit the memory limit. As children's capability increases, play with numerical cues (1 blanket, two cups, three oranges ...), use alliteration (a blanket, a basket, a banana ...), or for a *real challenge* follow the alphabet (an apple, a blanket, a cake ...). Have FUN together! Enjoy the laughs!

Car Game #2: I'm thinking of an animal ...

This mystery game involves one person thinking of an animal and giving clues one at a time to see if others can guess. The best clues narrow the search somewhat but still allow for multiple possibilities. For example, "I'm thinking of an animal that is black and white" is a better clue than an animal with legs (though the latter is more typical of young children before they've had much experience). Others take turns guessing after each clue. If no one guesses, another clue is given, etc.

Take turns thinking of an animal, or have the person who guesses take the next turn. This game could also be played more like 20 questions, where the guessers have to ask for particular information (e.g., "Does the animal live on land?").

Car Game #3: Would You Rather ...

This game of choices can easily be adapted to the age and interests of the players. One person starts by asking a simple "Would you rather ..." question, such as play Uno or Go Fish, eat an apple or a pear, take a bath or a shower, have a picnic with an anteater or a raccoon, wait in the car or wait in line, etc. You can play with each individual answering for him or herself, or you can have the whole group try to reach consensus on one answer by stating initial preferences and then trying to convince those with different opinions to change their minds.

Car Game #4: The Rainbow Game

This observation game involves one person choosing a color and everyone else trying to find something outside the car that is that specific color. Once the first color is found, choose another color, without repetition, and keep playing until you can't think of any more color names. Feel free to play with shapes, numbers, or letters as well. You could also limit the objects searched by counting only colors on vehicles, houses, etc., depending on your surroundings.

Car Game #5: This is not a ...

This creativity game starts with the choice of any handy object, such as a string, a tissue, etc. Take turns describing and demonstrating the object as something else. For example, wiggle the string and say, "This is not a string; it is a long river." Or, fold the tissue and wrap it around a finger, saying "This is not a tissue; it is a bandage." Let everyone have a turn with the same object before changing objects.

Three's Games Newsletter



When the music stops in "Musical Dots", what do you do?

Name two games that you played at the Family Festival.



What's the most important thing to remember when playing a game?

The Children's School has just finished its unit on Games, and the Red and Blue room friends had a wonderful time learning how to take turns and how to play some really fun games. We played board games like Hi-Ho Cherry-O and Snail's Pace Race. "Reverse Jenga" challenged us to add blocks to a tower instead of take blocks away, while keeping the structure standing.



In the Red Room, friends enjoyed doing puzzles together and in the Blue Room they got the chance to kick off their shoes and play Twister. In the Discovery Area, we could dig in the "I Spy Sandbox" or use the game easel to play Chutes and Ladders or Tic-Tac-Toe.



We also had fun constructing different marble runs at the light table and playing the Fishing Game in the water table.



Movement Game Songs

The Farmer in the Dell

The farmer in the dell.
The farmer in the dell.
Hi-ho, The derry-o!
The farmer in the dell.

(each following line is another verse)

The farmer takes a wife...
The wife takes a child...
The child takes a nurse...
The nurse takes a dog...
The dog takes a cat...
The cat takes a rat...
The rat takes a cheese...
The cheese stands alone...

The Hokey Pokey

You put your right leg in.
You put your right leg out.
You put your right leg in,
And you shake it all about.
You do the Hokey Pokey,
And you turn yourself around.
That's what it's all about!

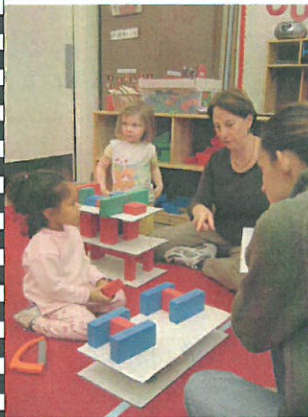
You put your left leg in...
You put your right arm in...
(Continue with other body parts)

Answers to Questions:

Stand on a dot as quickly as possible.

Dominos, Musical Dots, Bingo, Go Teacher, Matching Game and Tic-Tac-Toss are some games we played at the Family Festival.

Always remember to have fun!!



During the games unit, we also took the opportunity to read some of our favorite books, dress up and be silly with friends, work together to build a tower and try different games and sports with Ms. McMichael.



We were excited to see all of the families who attended the Family Festival, and we missed those who couldn't make it. Here are some of the highlights of the night!



“Go Teacher” in the Blue Room. (left and right)



“Matching Game” in the Green Room (below)

“Musical Dots” in the Red Room (below)



“Fishing Game” in the Green Room (above)



Mrs. Rosenblum

Mrs. Tomer

Mr. Salinetto

KINDERNEWS

Playing Games!



Thomas, Jared, Takafumi and Ally enjoying a game of Buggo!

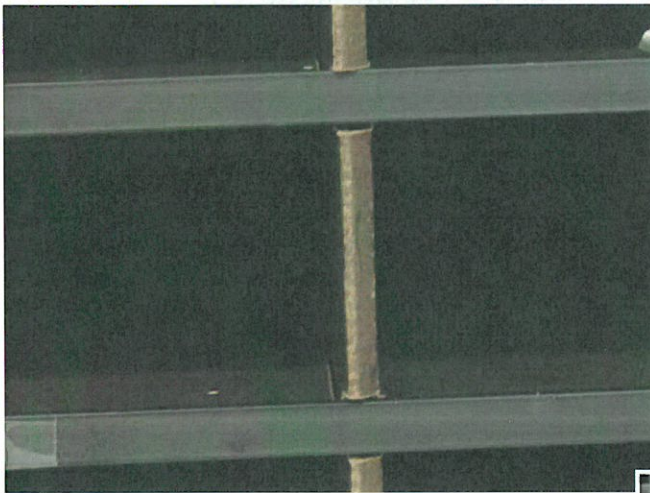
The whole school spent the month of February exploring the wonderful world of games. The kindergarten focused on the creation of games; both those that already exist and new inventions. This allowed them to work on their skills of cutting and writing, and it prompted critical thinking and discussion.



Willow, Madeleine, Ally and Gino trying a Hullabaloo move.

GUESS THE PICTURE

Do you know what these pictures are? The kindergarten does! This game was one of the children's favorites. Every day Mrs. Perovich and Miss Bowers would show the children a new photo of something in or around the school. They were never able to stump the children. It was a fun way to improve their observation skills and attention to detail.



Clockwise from top left: The children's mailboxes, Newel post on the stairs down from the rotunda, Vent in the classroom, Fish tank rocks

KINDERGARTEN GAMES

The kindergartners worked together to create several games. They began by decorating and gluing their photos onto dominoes to create a set that the class can play with together by matching faces instead of numbers. They used their photos for a Funny Face Memory game, too. The children also created the targets for a bean bag toss.



Campbell and Devon decorating dominoes.



David M., Elijah, Alex and Maggie playing Funny Face Match.

As the children's knowledge base grew and they began to understand the requirements of game creation, they were able to create the Kindergarten Game. The game has players move through a day in the kindergarten, rolling a die and drawing cards to move. Each card has a child or teacher's picture on it and directions for a move. The children were required to use their critical thinking to write directions that would keep the game moving. They enjoyed sharing it at the Family Festival.



Isabella and Jared decorating their cards.



Jack working with Miss Hancock to finish his card.

100 DAY CELEBRATION

February 22nd marked our 100th day of school. We celebrated this eagerly anticipated milestone by making a 100 day chain, patterning with 100 pieces and measuring 100 inch snakes. We built 100 piece puzzles and made a snack containing 10 pieces of 10 different foods for a grand total of 100!



Gino, Henry, Jared and Skylar making their snacks.



Maggie and Isabella making the paper chain.



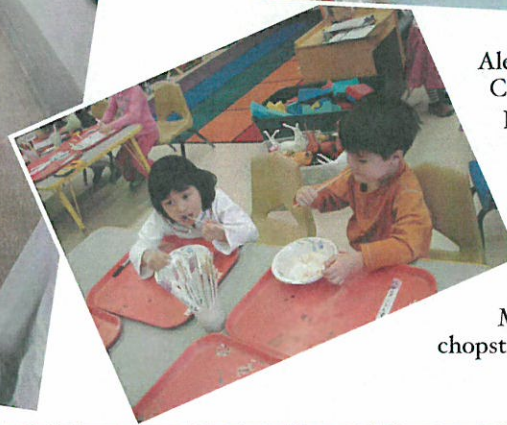
Playing Hop to 100 with Jane.

This is an opportunity for the children to practice their counting skills, by ones and by tens. They read books about 100 and played Hop to 100.



Alex, Charlotte, Shane and Elijah making their snacks.

Charlotte and Jack working on their 100 inch snakes.



Maggie and Jack trying chopsticks.

FAMILY FESTIVAL



LUNAR NEW YEAR

We were visited by Inhae Yu for an explanation and celebration of Lunar New Year. The children enjoyed learning about the Chinese Zodiac and the Year of the Pig. They learned about Korean traditional dress and



made sushi.

Madeleine and Maggie trying on hanbok.

The children are great at trying new things and exploring each other's traditions and customs. Thank you to Inhae!



Rolling the Sushi with Madeleine, Jack, Takafumi and Ally.

PIZZA!

Michael Staunton brought a pizza party to our class. He taught the class how pizza is made and brought dough for them to work with. They learned a song about the steps of pizza preparation and then tried it themselves. They discovered that it takes a lot of

practice to throw the dough to stretch it. Everyone enjoyed sharing their favorite toppings and how they make pizza at home. Then, we were treated to a delicious pizza lunch. Thank you to the Stauntons!

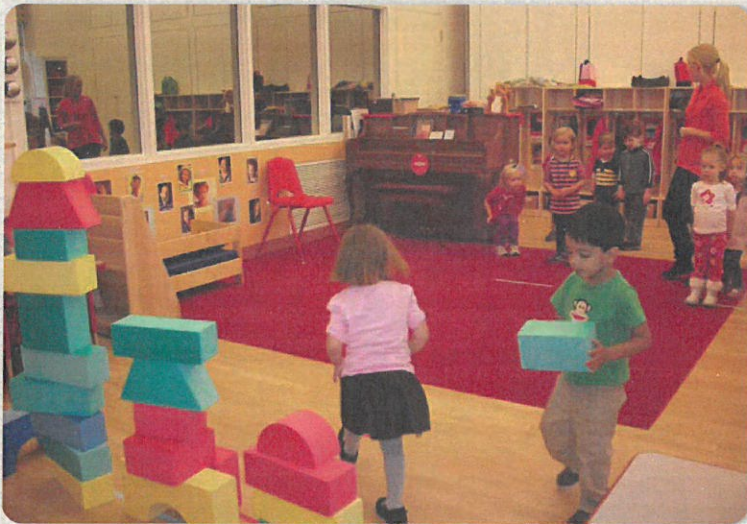


The whole class singing the Pizza Preparation song.



Jack, David K., Skylar and Maggie try pizza tossing!

3'S NEWSLETTER



Watch This!
 A relay race to build downtown Pittsburgh!
 "What is Missing?" memory game.

Dear Blue and Red Room Families,

GAMES, GAMES, GAMES! The three's teachers have laid down the foundation for learning how to play and enjoy games.

The children were introduced to board games, relay games and memory games. The concepts learned were

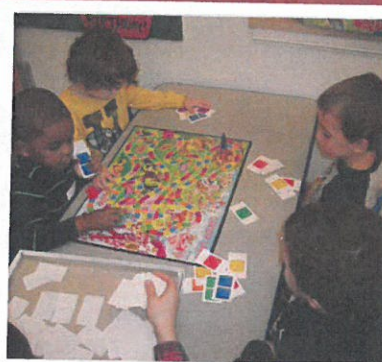
taking turns, sharing, patience, supporting one another and finishing the race or game.

What is different for this young age group is learning to stay with the game until the end. We chose games that were quick, exciting or involved the

child moving and staying in motion. An example of this would be Duck, Duck Goose, building with large blocks in a relay race, a fishing game in the water table using rubber letters/numbers, and playing hopscotch. On the playground the children played frisbee and soccer.



I Spy with my Eye



Candy Land



Snail's Pace Race

The board games that the children were introduced to were Snail's Race, Candy Land, and Zimbas. We did not emphasize winning but following through to the finish and remembering where the child's place was on the game board.

The memory game can be played with a groups of children or on a one-to-one basis. We used a tray of four to six items that would catch a child's eye and then took one item away and asked "What Is Missing?" Some items we used were scissors, a marker, small rubber animals and a block, etc... In Gym, the children played kick ball.

We hope that your family will find one evening a week or once a month to play a game and continue building the concepts and skills mentioned above. Game night can be lots of fun for all!

We want to thank our practicum student Alicia and her friend Rick for coming to play guitar and sing for us.

We celebrated the following Birthdays: in the P.M. class - Andres and Rhiannon and in the A.M. class - Broden. Thank you parents for joining us. In the afternoon class Carlos' mom read to the class as well.

Enjoy the following pictures. We have included some pictures from Open House.

During the month of November, we will learn all about Transportation from on the ground to water and air!

Mr. Salinetto, Ms. Stevens, Mrs. Tomer



Fishing for letters game.



Let's Play!



Playing a rhythm stick game.



Playing Hopscotch.



Listening to Alicia and Rick singing.



Here are some pictures from Open House!





Green Room News

Games



The Children's School at Carnegie Mellon University

October 2012

During the month of October, there was an emphasis on games throughout our school day to enrich learning. The friends were introduced to some brand new games. They also played some familiar games with new friends which offers a new experience.

Games offer children the opportunity to build cognitive skills, social skills and fine and gross motor skills in a way that makes them feel excited, comfortable and motivated. Each game that we have played over the last month has been selected intentionally to build the friends' confidence and skill.



Even though the games unit has come to an end, we will continue to play games throughout the school year by incorporating them into each theme.

Building Cognitive Skills with Games

Alphabet Bingo and the Alphabet Chart Pocket game were two games played several times throughout this unit. Aside from letter recognition, the Alphabet Chart Pocket game also challenged the friends to link beginning letter sounds to their letter. Number Bingo and Uno were games often played to reinforce number recognition. Memory tray games and memory match games were played to encourage children to use their memories to figure out what item was missing from the tray or find that missing

match. New science concepts were introduced through games, like the ideas of sink and float. Although the idea of density may be difficult to comprehend at this age, offering children these exploratory experiences can build the basis for understanding these deeper concepts later.

Building Social Skills with Games

When you consider a simple game like Candy Land, you may ask, aside from color recognition, what can be learned? Candy Land is a great social skills builder because it teaches children to take turns, share space and accept disappointment if they have to go back to peppermint forest or if they are not the winner. During this unit, we have been talking a lot about being a good sport. With games, children can learn to deal with the disappointment of losing or tell their friends, "good game," if they are the winner.

Building Motor Skills with Games

At this age, building fine motor skills through games can help improve a child's writing and drawing. Gongi (Korean Jacks), Prickly Pile Up and Zimbos are all games that we have played to help build the muscles in children's hands and fingers. To help develop gross motor skills, the friends played a variety of group games, like Duck Duck Goose, Hot Potato, Cinderella's Lost Slipper and Bean Bag Balance.



Our Favorite Games



Orchard

Make your Own Memory Match

Sink and Float



Naveen, Lizzy and Maggie are taking turns rolling the dice and collecting fruits in their basket while playing Orchard with Mrs. Myers.



Dany and Agatha are gluing their friends' pictures onto colorful backing cards to make their own Memory Match game to play at home.



Benjamin, Nana, Amelie, Naveen, Ari, Chase and Collin are selecting items and predicting whether they will sink or float.

Snail's Pace Race

Zimbos

Gongi (Korean Jacks)



Greta, David, Nana, Savanna and Alexander are taking turns rolling a colorful die to see which color snail will move forward and win the race.



Lexi and Seojin Stella are carefully stacking the Zimbos in numerical order.



Greta is collecting the Korean Jacks with the pointer finger, "elephant" grip.



Trouble

Hugo, Sammy, Henry and Shaylee are taking turns moving their colored pieces around the game board.



Mouse Trap

Collin, Ari, Alexander, Nera and Lizzy are trying to catch the mouse in their circle.



Outdoor Games



After playing games inside during activity time and circle time, the friends continued to play games outside. In gym, The friends have learned the game, One on One Kickball. Each gym class was divided into two teams, the fielding team and the kicking team. The kicking team would kick the beach ball and run the bases. The fielding team would get the ball and try to run it back to home plate before the kicker gets there. The friends also played outdoor games during our carnival special Friday. Ring toss, Pin the Bill on the Duck and mini golf were available for all of the friends to try.

Computer Games



On several days during the Games Unit, the computers have been open and available for friends to become familiar with the mouse and keyboard. One resource used often was the website www.poissonrouge.com. This website has a variety of games for the friends to play to help build math and language arts skills. It also has music and art games that the friends often chose.

Circle Time



Circle time has been the perfect setting to introduce brand new games and play cooperative group games, like Doggy Doggy Where's Your Bone? Memory Tray, Hot Potato and Cinderella's Lost Slipper. Many stories were read during circle to reinforce our main ideas of the Games Unit, like cooperating with teammates, learning to be a good sport, and following directions. These stories included, "Follow the Leader" by William Steig, "Sportsmanship" by Lucia Roatma, "Tessa Tiger's Temper Tantrum" by Barbara de Rubertis, "Our Global Community Games" by Lisa Easterling and "Ten in the Meadow" by John Butler.

Special Visitors and Birthday Celebrations

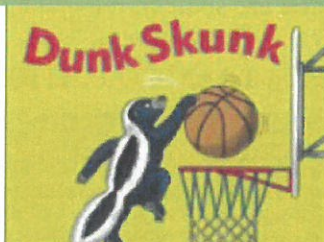
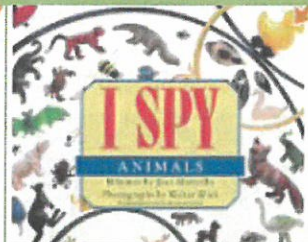
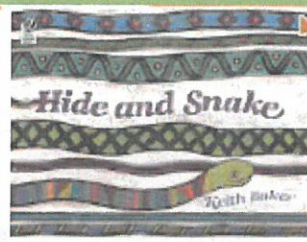
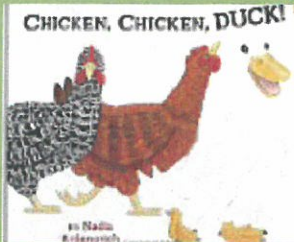
During our Games Unit, we had many special community visitors and birthdays to celebrate. The librarian from the Carnegie Library shared some fall themed stories. Becky Turner, from Turner Dairy, shared her insights with the friends about life on a dairy farm. Collin's grandparents visited to share a story with Collin's circle time friends. Benjamin, Alice, Emmet, Xander and Sam all celebrated their birthdays by having their family members come to spend some special time with them in school. Thank you to all those who helped make our school days special!



The friends really enjoyed playing games this month, but we also did a variety of other activities. Some of our favorites included cutting practice, graphing our apple preferences, looking at new books with friends, sending messages with the Message from Me technology and playing with castles and blocks on the Green Room Rug. In the discovery area, the friends experienced golf ball painting, leaf collaging, vehicle painting and foam creations. The friends also worked together to create a beautiful fall themed nature collage using items that they collected at home with their families.



Extended A.M. Newsletter

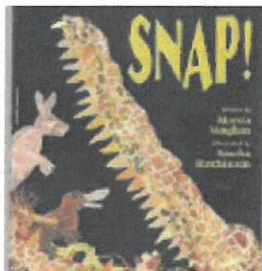


November 2012

Carnegie Mellon Children's School

The books from this month were a great introduction to our Games theme.

Our first book was SNAP! by Marcia Vaughan. On a very hot day, Joey, a baby kangaroo, is ready to play after staying in his mother's pouch all day. He plays Hide and Squeak with Twisker the



Mouse, Lots of Knots with Slider the Snake, Pass the Mudpie with Billie the Platypus, and Pick Up Quills with Prickler the Echidna. After a while all the friends come across Sly Tooth the Crocodile,

creeping up the bank of the Tumba Rumba River. They ask him if he knows any games. Sly Tooth is tricky and he convinces the animals to walk into his mouth. But then Joey thinks of playing Tickle the Tonsils. Of course, Sly Tooth can't help but laugh and all the animals come flying out of his mouth. The activities included creating echidnas (porcupines) using modeling clay and toothpicks, playing the snake matching game "Hiss", playing "Prickly Pile Up" (a porcupine stacking and balancing game), and what else but delicious mud cakes in the kitchen.

The focus book for the second week was Chicken, Chicken, Duck by Nadia Krilanovich. It is a delightful farm animal sound book. The barnyard friends are up to something, cooperating to create a

surprise for the end of the story. Activities included playing the circle game, "Duck, Duck, Goose", painting with feathers, balancing people blocks using the "Bill Ding" game, animal sound lotto (listening for farm animal sounds), and baking animal biscuits in cooking class.

Third week we read Hide and Snake by Keith Baker. There is a beautiful rainbow snake hiding amongst the pictures and the pages of this book. The friends were challenged by the game of hide and seek to find the snake's head, body and tail as the pages were turned each time! The friends practiced rolling play dough and modeling clay to form snakes, examined a real snake skin and looked at photographs of real snakes, played "Hide and Seek" in the Red Room, and measured pretend snakes with rulers and unifix cubes.



Our focus books for the following week included 'I Spy' selections. I Spy

Rocketship, I Spy ABC's, I Spy - A Book of Picture Riddles, I Spy (Animals In Art), and Look - a - Likes were some of the titles that were explored. We created our own "I Spy" board by working and cooperating as a team.

We also played “I Spy” board games. The activities were playing “I Spy” in the sand box and computer games on the Poissonrouge.com website. We also played “Where’s Waldo?” search games, “I Spy Bingo”, and made 3-D glasses.

Our unit ended with two rhyming books by Michael Rex. Dunk Skunk is full of animal names and the rhyming words for the sport or athletic activity for which the animal has talent. Kick Chick, Putt Mutt, Hurdle Turtle are some of the matched pairs. The book Truck Duck associates animals with the rhyming transportation word. Cab Crab, Plow Cow, Jeep Sheep, were some of the matches. This was a good transition book for our next unit on **TRANSPORTATION**. Enjoy viewing our photos!





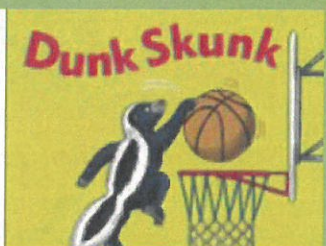
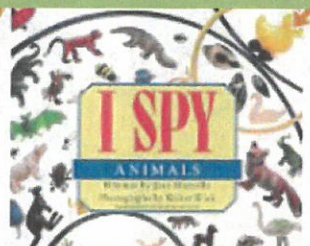
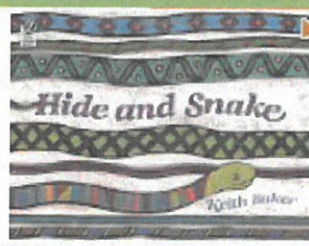
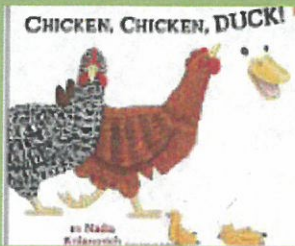




We will be continuing the game unit all through the year in gym and at circle and we hope the friends will also play games at home with you!

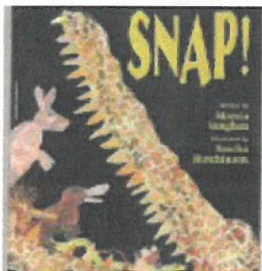
*Mrs. Bird, Miss Furman,
Miss McMichael,
Mrs. Opferman, and Mrs. Tomer*

Extended P.M. Newsletter



The books from this month were a great introduction to our Games theme.

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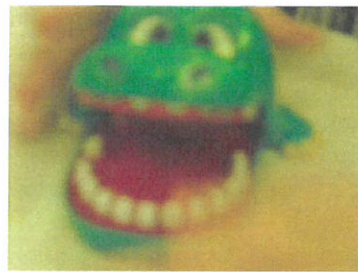
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Pumpkin Muffins were everyone's favorite



Measuring ingredients for pumpkin pancakes



Woodworking keeps everyone's interest



Friends playing Snap the Crocodile



Making our "I Spy" Game Board



Woodworking requires all friends to wear safety glasses.